

New NPDC Report Findings!

(Literature review 1997–2011)

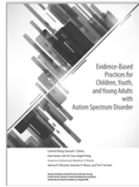
- 27 EBPs as compared to 24 EBPs identified in the previous review
- Six new EBP categories:
 1. Cognitive Behavior Interventions
 2. Exercise
 3. Modeling
 4. Scripting
 5. Structured play groups
 6. Technology-Aided Instruction and Intervention



New NPDC Report Findings!

Five of the six new EBP categories are entirely new:

1. Cognitive Behavior Interventions
2. Exercise
3. Modeling
4. Scripting
5. Structured play groups



New NPDC Report Findings!

One of the six new EBP categories subsumes EBPs from previous report:

6) Technology-Aided Instruction and Intervention:

- Computer Aided Instruction
- Speech Generating Devices/VOCA



New NPDC Report Findings!

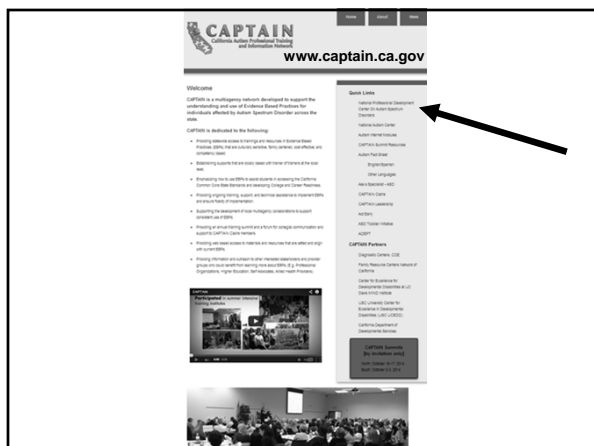
Structured Work Systems:

- Not included in the 2014 set of EBPs
- Why?
 - New methodological criteria eliminated some studies
 - Note: empirical support underlying structured work systems is highlighted in the list of practices
- “Other Focused Intervention Practices Having Some Support” elsewhere in this report



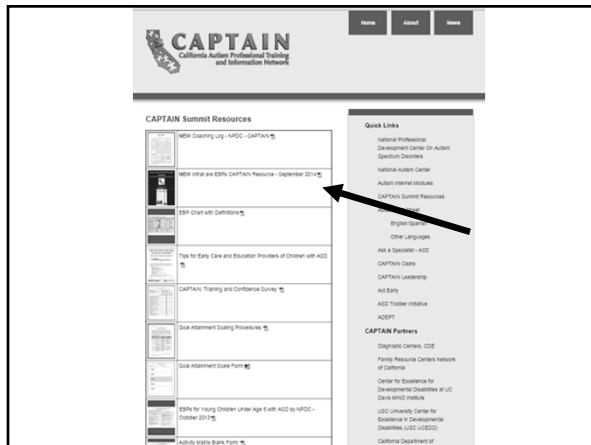
[illegible]

- Definition of the intervention
- Age range of participants
- Type of outcomes it has generated
- Citations for the specific articles that provide the evidence for the efficacy of the practice



Updated CAPTAIN EBP TRAINING



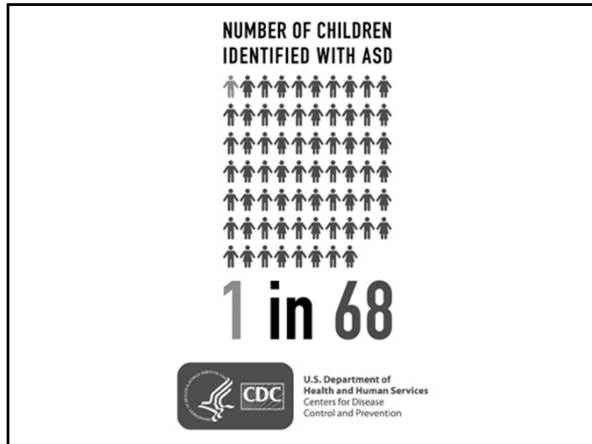


New NPDC-ASD Early Start Website!!!

<http://asdtdodder.fpg.unc.edu>

www.captain.ca.gov





March 27, 2014
CDC Released New Statistics
 Estimates 1 in 68 children has been identified with ASD
 (30% increase since 2012)

Centers for Disease Control and Prevention
CDC 24/7: Saving Lives. Protecting People™

- ASD is almost five times more common among boys than girls: 1 in 42 boys versus 1 in 189 girls
- White children are more likely to be identified as having ASD than are black or Hispanic children
- Levels of intellectual ability vary greatly among children with autism, ranging from severe intellectual challenges to average or above average intellectual ability. The study found that **46% of children identified with ASD have average or above average intellectual ability (an IQ above 85)** compared to a third of children a decade ago
- Children with ASD are **diagnosed after age 4** (53 months), even though ASD can be diagnosed as early as age 2

www.cdc.gov/autism
 Prevalence of Autism Spectrum Disorders — Autism and Developmental Disabilities Monitoring Network Report
 March 2014

Intellectual Ability
CDC March 2014 Findings

Centers for Disease Control and Prevention
CDC 24/7: Saving Lives. Protecting People™

- 31% of children with ASD were classified as having IQ scores in the range of intellectual disability (IQ ≤70)
- 23% in the borderline range (IQ = 71–85)
- 46% in the average or above average range of intellectual ability (IQ >85) compared to a third of children a decade ago

www.cdc.gov/autism
 Prevalence of Autism Spectrum Disorders — Autism and Developmental Disabilities Monitoring Network Report
 March 2014

What's Going On?

CDC says:

"Consistent with previous reports from the ADDM Network, findings from the 2010 surveillance year were marked by significant variations in ASD prevalence by geographic area, sex, race/ethnicity, and level of intellectual ability.

The extent to which this variation might be attributable to diagnostic practices, under-recognition of ASD symptoms in some racial/ethnic groups, socioeconomic disparities in access to services, and regional differences in clinical or school-based practices that might influence the findings in this report is unclear."



Centers for Disease Control and Prevention
Prevalence, Incidence, Surveillance

How many students ages 3-22 with ASD are in California schools?

CA Department of Special Education
Special Education Enrollment by Age & Disability

December 2009-2010 Reporting Cycle=59,592
December 2010-2011 Reporting Cycle=65,815
December 2011-2012 Reporting Cycle=71,702 [10.5%]
December 2012-2013 Reporting Cycle=78,624 [11.3%]

December 2013-14 Reporting Cycle

84,713 Students

[12% of Special Education Students in CA]



Source: www.cde.ca.gov/ds

California Department of Education
Special Education Division
Reporting Cycle: December 1, 2013
Prepared: 7/7/2014 6:53:32 PM

Special Education Enrollment by Age and Disability
Statewide Report

Age	Intellectual Disability (MR)	Hard of Hearing (HH)	Deaf (DEAF)	Speech or Language Impairment (SLI)	Visual Impairment (VI)	Emotional Disturbance (ED)	Orthopedic Impairment (OI)	Other Health Impairment (OHI)	Specific Learning Disability (SLD)	Deaf-Blindness (DB)	Multiple Disabilities (MD)	Autism (AUT)	Traumatic Brain Injury (TBI)	Total
0	92	344	63	32	37	0	100	109	-	-	35	0	-	645
1	183	570	107	232	102	0	210	425	0	-	121	0	-	1,433
2	222	597	109	947	127	0	210	425	-	-	113	0	-	1,716
3	975	358	137	11,243	95	-	486	777	117	-	212	4,027	22	16,632
4	1,352	388	140	17,542	123	11	537	904	243	-	266	5,368	33	23,016
5	1,771	384	175	20,090	167	64	580	1,191	547	-	305	6,126	35	28,386
6	2,044	484	187	21,888	180	263	662	1,986	2,677	-	358	6,318	54	33,000
7	2,068	565	215	20,345	236	522	787	3,139	7,247	-	348	6,281	71	37,000
8	2,290	664	384	17,885	239	835	764	4,349	13,762	-	297	6,271	76	40,000
9	2,371	691	167	14,439	229	1,068	682	5,253	20,312	-	331	6,217	79	41,000
10	2,460	670	215	11,347	271	1,386	718	5,867	24,688	11	589	6,238	87	42,000
11	2,485	668	201	7,835	269	1,659	741	6,124	26,523	-	318	5,689	84	41,000
12	2,465	634	214	6,293	343	1,770	734	6,167	28,222	-	314	6,335	125	41,000
13	2,603	674	217	3,869	265	2,164	786	6,336	29,024	-	356	5,034	124	41,000
14	2,696	596	211	2,576	349	2,059	764	6,268	28,151	-	340	4,968	121	41,000
15	2,757	612	248	1,933	266	2,839	780	6,188	28,361	-	326	4,539	137	41,000
16	2,736	579	345	1,605	277	3,304	775	6,083	27,534	-	340	3,984	178	41,000
17	2,657	542	253	1,383	271	3,441	774	5,831	27,234	-	325	3,466	182	41,000
18	2,607	249	155	572	157	1,882	680	2,553	13,762	11	314	2,919	102	41,000
19	2,213	73	103	105	90	486	425	563	2,603	-	286	1,239	45	41,000
20	2,685	28	68	44	40	184	364	237	717	-	247	986	40	41,000
21	1,882	39	47	24	52	122	337	179	323	-	234	978	35	41,000
22	326	-	-	-	-	17	50	22	52	-	38	939	-	1,055

Devnotes: values adjust 11

Autism= 84,713

Source: <http://dq.cde.ca.gov/dataquest/>

Change in CA Eligibility for Autism July 1, 2014



Key Changes in Autism Eligibility

The new regulation:

- deletes the term "autistic-like behaviors"
- adds the term "characteristics often associated with autism"



Key Changes in Autism Eligibility (cont'd)

The new list of "characteristics often associated with autism" replaces the former seven "autistic-like behaviors" but is highly similar:

- engagement in repetitive activities and stereotyped movements;
- resistance to environmental change or change in daily routines; and
- unusual responses to sensory experiences.



Why the changes?

CDE explained that aligning California's cri with federal requirements:

- removes "confusion among educators when state and federal eligibility requirements for determining whether a student has autism are inconsistent"
- helps "ensure that students with autism are appropriately identified, and receive the appropriate services for their needs."



Change in Autism Eligibility California Code of Regulations § 3030. Eligibility Criteria. 5 CA ADC § 3030	
Prior to July 1, 2014	July 1, 2014
3030 (g) A pupil exhibits any combination of the following autistic-like behaviors, to include but not limited to:	(1) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and adversely affecting a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.
(1) An inability to use oral language for appropriate communication.	(A) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in subdivision (b)(4) of this section.
(2) A history of extreme withdrawal or relating to people inappropriately and continued impairment in social interaction from infancy through early childhood.	(B) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in subdivision (b)(1) of this section are satisfied.
(3) An obsession to maintain sameness.	
(4) Extreme preoccupation with objects or inappropriate use of objects, or both.	
(5) Extreme resistance to controls.	
(6) Displays peculiar motoric mannerisms and motility patterns.	
(7) Self-stimulating, ritualistic behavior.	

§ 3030. Eligibility Criteria.
5 CA ADC § 3030
BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

California Code of Regulations

Barclays Official California Code of Regulations **Currentness**

Title 5, Education
Division 1, California Department of Education
Chapter 3, Individuals with Exceptional Needs
Subchapter 1, Special Education
Article 3.1, Individuals with Exceptional Needs

New!
July 1, 2014

§ CCR § 3030
§ 3030. Eligibility Criteria.

(a) A child shall qualify as an individual with exceptional needs, pursuant to Education Code section 56026, if the results of the assessment as required by Education Code section 56320 demonstrate that the degree of the child's impairment as described in subdivisions (b)(1) through (b)(13) requires special education in one or more of the program options authorized by Education Code section 56361. The decision as to whether or not the assessment results demonstrate that the degree of the child's impairment requires special education shall be made by the IEP team, including personnel in accordance with Education Code section 56341(b). The IEP team shall take into account all the relevant material which is available on the child. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the child's eligibility for special education.

(b) The disability terms used in defining an individual with exceptional needs are as follows:

(1) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and adversely affecting a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

(A) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in subdivision (b)(4) of this section.

(B) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in subdivision (b)(1) of this section are satisfied.

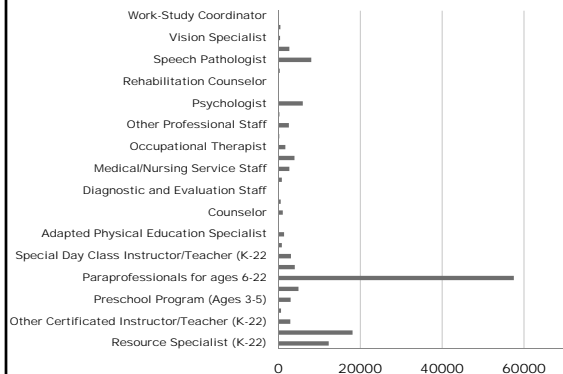
Who are we trying to impact through CAPTAIN?

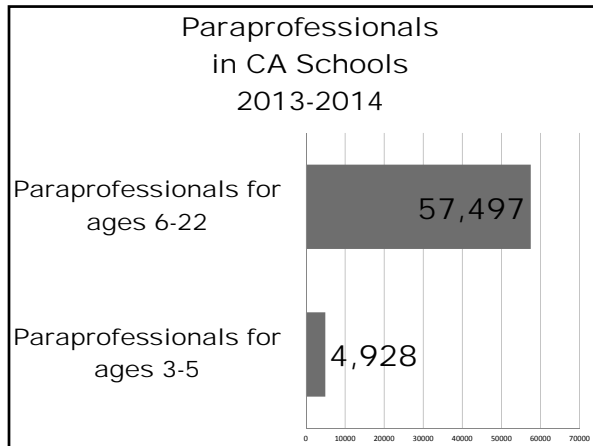


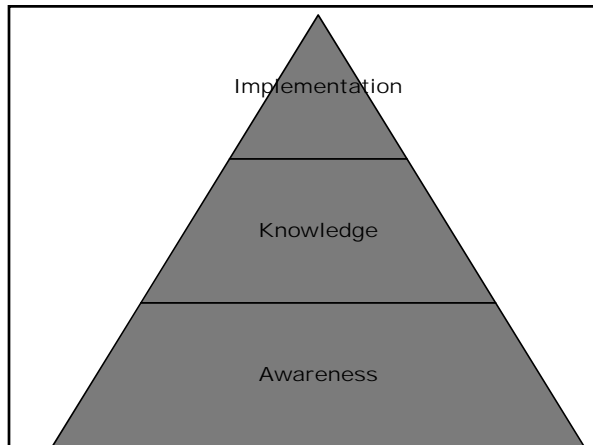
Who are we trying to impact through CAPTAIN?

- **Educators**
 - Special Education Teachers, Paras, DIS Providers (SLPs, Ots, Psychs)
- **Families**
- **Regional Center Service Coordinators** (about 3770 of them!)
 - **Vendors**
 - Respite/IHSS, In Home ABA, Infant Program Providers, ILS, SLS, Vocational Trainers, Day Programs

53, 842 Special Educators in CA Schools 2013-2014








Regional Center 2014 Legislative Changes

Updates to SB 946:

- Medi-Cal is mandated to fund “medically necessary” behavioral health treatment for ASD up to age 21
- Implementation date 9/15/14 with retroactive pay back to 7/5/14
- May include: ABA, OT, Speech
- Current directive:
 - **New** referrals are sent to Medi-Cal. Services will be provided through single-case contracts until an established network of providers is developed
 - **Existing cases** funded through Regional Center will continue under RC funding until a statewide transition plan has been developed



Regional Center 2014 Legislative Changes

SB 856

- Starting 1/1/15 Part C (0-3) eligibility changes
 - Restores eligibility of 33% delay in one developmental domain and restores "high risk" category
- Starting 1/1/15 Regional Centers are allowed to fund co-pay, co-insurance, and deductibles with no means testing
- Establishes new categories of treatment facilities:
 - "Enhanced Behavioral Supports Homes" and "Community Crisis Homes"
 - Also creates "Acute Crisis" facilities at Sonoma and Fairview Developmental Centers for court ordered admissions



October National Bullying Prevention Month

- Students with ASD are bullied more often than students with disabilities.
- Studies indicated that of the students who are bullied, 63% are on the autism spectrum



CDC Information on Bullying



http://www.cdc.gov/violenceprevention/youthviolence/bullyingresearch/index.html?s_cid=tw_inj1007

Definition of Bullying

- "The Centers for Disease Control and Prevention (CDC) defines **bullying** as:

"Any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated."

- **Note the phrase:** "...or is highly likely to be repeated"
So, if there is a power imbalance and aggressive actions, even one episode could rise to the level of "bullying."

The controversy over number of acts necessary for bullying is now inclusive of single acts if it is determined it may be repeated.

Definition of Harassment

The OCR (Office of Civil Rights) in the "Dear Colleague Letters" on Harassment, specifically on disability harassment in the 2013 letter, informs us that actions taken by individuals combined with the creation of a negative environment for the student, can rise to the level of harassment if the impacted individual is a member of a protected class.

These include: disability, gender, sexual orientation, ethnicity, national origin, religion and race.

<https://www2.ed.gov/policy/speced/guid/idea/memos/dcltrs/bullyingdcl-8-20-13.pdf>

Bullying and Harassment Documentation Forms PENT.CA.GOV

- Harassment/Bullying Investigation and Intervention Planning Form:

<http://www.pent.ca.gov/frm/harassbullyform.docx>

- Harassment (Only) Investigation and Intervention Planning Form:

<http://www.pent.ca.gov/frm/harassform.docx>

New Law Allows Counseling Referrals for School Bullying Victims and Witnesses

SEPTEMBER 2014

Assembly Bill 1455

Expands the Ed Code's anti-bullying provisions to allow school officials to refer *bullying victims, as well as those who witness or are affected by bullying, to counseling and other mental health services.*

New law authorizes the superintendent, principal or the principal's designee to refer "a victim of, witness to, or other pupil affected by" an act of bullying to the school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and participation in a restorative justice program, as appropriate.

AB 1455 applies to acts of bullying that occur on or after January 1, 2015

Bullying Resources

- U.S. Department of Health and Human Services/U.S. Department of Education
 - www.stopbullying.gov
- Special Needs Anti-Bullying Toolkit
 - <http://specialneeds.thebullyproject.com/toolkit>
- California Department of Education
 - www.cde.ca.gov/ls/ss/se/bullyres.asp
- Centers for Disease Control and Prevention
 - www.cdc.gov/violenceprevention
- Positive Behavioral Interventions and Supports
 - www.pbis.org
- Review 360 - Behavior Matters
 - <http://thebehaviorco.com/>

Bullying Resources

- Striving To Reduce Youth Violence Everywhere (STRYVE)
 - www.safeyouth.gov
- KnowBullying (free app) Substance Abuse and Mental Health Services Administration
 - iTunes or <http://store.samhsa.gov/apps/bullying>
- Edutopia Bullying Prevention Resources
 - <http://www.edutopia.org/blogs/tag/bullying-prevention>
- Pacer's National Bullying Prevention Center
 - <http://www.pacer.org/bullying/>
- Center for Safe Schools
 - <http://www.safeschools.info/bullying-prevention>
- Welcoming Schools
 - <http://www.welcomingschools.org/what-can-we-do-bias-bullying-and-bystanders/>

Behavioral Intervention Stakeholder Work Group 2013-2014

<http://www.cde.ca.gov/sp/se/ac/bip.asp>

- FAQs for Parents Behavioral Intervention:
<http://www.cde.ca.gov/sp/se/ac/bippmtgrdnfaq.asp>
- FAQs for LEAs Behavior Intervention:
<http://www.cde.ca.gov/sp/se/ac/bipleafaq.asp>
- Syllabus of Guidance on Behavior-Related Issues:
<http://www.cde.ca.gov/sp/se/ac/syllabusofguidance.asp>
- Peer-Reviewed Research:
<http://www.cde.ca.gov/sp/se/ac/peerrvwdrsrch.asp>

Behavioral Intervention Stakeholder Work Group 2013-2014

<http://www.cde.ca.gov/sp/se/ac/bip.asp>

- Requirements for Behavioral Emergency Reports:
<http://www.cde.ca.gov/sp/se/ac/bipltr031414.asp>
- Requirements for Personnel Involved in Behavioral Intervention:
<http://www.cde.ca.gov/sp/se/ac/bipltr032714.asp>
- Local Educational Agency and Individualized Education Program Team Responses to the Behavior of Students with Disabilities (Revised):
<http://www.cde.ca.gov/sp/se/ac/bipltr031314.asp>
- The Special Edge Newsletter Summer 2014:
http://www.calstat.org/publications/pdfs/2014_SummerEdge_english.pdf

Peer-Reviewed Research:

<http://www.cde.ca.gov/sp/se/ac/peerrvwdrsrch.asp>

